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ABSTRACT

Training, in the article's context, is used to describe programs of preparation and orientation of project personnel and community leaders. Teachers, supervisors, forum leaders, regional and national staffs, and international experts all need training in literacy projects. Some guidelines for a training design include a discussion of six items: (1) Who will be trained? The trainer must consider the educational background, age, sex, place of residence (rural vs. urban), membership in community groups, and previous occupational experience of the trainees. (2) Who are the trainers? Training duties should be assigned to individuals attitudinally inclined toward teaching with the competence to develop into good trainers. (3) What work will they do? A trainer should begin with an exact description of the role the trainee is to fill. (4) Where will they work? The decision may not be the trainer's to make, so knowledge of group interaction is essential. (5) Training time and instructional resources will vary. Both must be used to maximum advantage. (6) Provision for feedback and followup must be organized. (AG)

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TRAINING FOR FUNCTIONAL LITERACY

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This paper was prepared as part of a Unesco contract to the Center for Innovation in Human Resource Development, Indiana University during 1971-72 and 1972-73. The contract involved the training, on Indiana University campus, of sixteen counterpart officials of Unesco-sponsored literacy projects comprising the Unesco/UNDP Experimental World Functional Literacy Program. The counterpart officials included teacher trainers, supervisors, evaluation specialists, materials specialists, and administrators and came from Afghanistan, Ethiopia, Iran, Sudan, Tanzania, and U.A.R. The views expressed or approaches suggested in the paper do not necessarily represent the views and orientations of Unesco.

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TRAINING[1] FOR FUNCTIONAL LITERACY

Literacy projects, all the world over, are more likely to be staffed with inspired, enthused, and committed people rather than with trained workers. On a government project we may sometimes come across a trained 'educator' who had been posted to do literacy work--which could be an indication of his superiors' displeasure with his performance or conduct. On an international and, therefore, prestigeous literacy project, we may find a trained educator who was in the good books of his Minister or Director General and came to direct a literacy project as a reward.

Educators trained for work within formal systems of education are never prepared at the same time for doing literacy work nor do they find it easy to adapt their background and skills to work with adults when they do actually stumble into literacy work. Some people believe that if a teacher can teach a group of children he can also teach a group of adults. That is only a half-truth. The teaching of reading to children and the teaching of literacy to adults are not so different and disparate that one has nothing to do with the other. However, a teacher trained to work with children certainly would need some systematic reorientation to be able to work successfully with adults.

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[1]The word training has been used by some literacy workers to refer to classroom teaching or out-of-class instruction of adult learners. This use of the word training introduces an unnecessary and completely avoidable confusion in professional literature of literacy and adult education. This author has reserved the use of the word training to describe programs of preparation and orientation of project personnel and community leaders, such as: functional literacy teachers and supervisors, teacher-trainers, vocational instructors, extension workers, committee chairmen and committee members, etc. A further distinction will be made between training and orientation and will be explained later in the chapter.

Effective literacy work, especially the kind of program envisaged in the implementation of Unesco's functional literacy concept, would need specially trained personnel. But, they are simply not there. Of course, there would be a group of people in any country who have been working in the field of literacy and through long years of trial and error have accumulated a large body of literacy wisdom. They would have thus developed themselves into some sort of literacy experts. The Christian missions, for example, have been doing literacy work all over the world for the last many decades, even centuries, and have developed technical and professional resources in the field of literacy to make their programs with adults in Africa, Asia, and Latin America effective; many of these missions have done an admirable job of applying secular professional expertise to their religious concerns of bringing the Bible to the new Christians. The recent thrust of Unesco under their Experimental World Functional Literacy Programs has added yet a large coterie of people to the literacy legion. However, leadership alone is not enough: followership is also needed for such endeavors. For every ten national level experts we may need a hundred that could fill intermediate leadership positions. We may then need thousands and thousands of teachers, supervisors, and forum leaders who will conduct programs and work with the people on their farms and around their homes. While we have now, in most countries, an active literacy leadership group, there is not much by way of intermediate middle-level leadership with needed training or experience. Trained field workers for literacy programs are not available either.

Trained workers in literacy are not available because nobody is training them. For the formal education system there are training institutes that train elementary school teachers and there are training colleges that train

secondary school teachers. In most places now in the world there are special programs for training of social studies teachers, guidance personnel, school principals and such. In advanced countries, the specializations available in schools of education are simply staggering and training is available at various levels of expertise. Nobody, however, trains personnel for work in the literacy field, though several training programs in adult education are available.

The situation is understandable, but nonetheless, unfortunate. It is understandable because literacy has not been a problem in the developed countries. Naturally, developed countries have not used their training resources for training of literacy personnel. In developing countries of the Third World, interest in literacy has been low and political commitment weak even though the rhetoric has been impressive. So there has been neither the need to build training facilities nor any commitment of resources. Even now when many have jumped on the literacy bandwagon, training needs are not always understood. What is seen as unnecessary, is naturally left undone.

As a result, almost all literacy projects, all the world over, find that they need to train their own personnel from within their own resources.[1] There are some advantages in this situation, of course. The one most important advantage in this situation is that literacy workers can then design tailor-made training courses that fit their own programs. That is, they can train workers to perform the tasks they assign them, to fulfill the roles

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[1] It is not intended to be suggested that functional literacy projects also handle from within their resources training of agriculture extension workers or vocational/technical training of foremen and senior factory hands. Substantive training in agriculture and vocational technical training must be handled, as indeed it usually is, within other organizational settings such as factories and workshops, vocational training institutes and extension training institutions.

they created in the situations where they will work. This situational aspect of literacy work is indeed crucial in functional literacy projects and the need to train ones own workers thus becomes an advantage.

We will have more to say in the following about this potential advantage and how it is almost always not availed of.

I

Training and Orientation[1] Needs are Comprehensive

If you confront a functional literacy worker suddenly with the question, "What are the training needs in functional literacy?", he is most unlikely to go beyond mentioning the need for training of literacy teachers and supervisors. However, a social change program that states as its objectives the integration of literacy with the teaching of improved economic skills, and the use of this integrated program as generative of development and ultimately of the total transformation of the community, clearly does not need only teachers and supervisors and nothing else! The needs of training and orientation in functional literacy work are indeed very comprehensive as can be seen from the following table on page 5.

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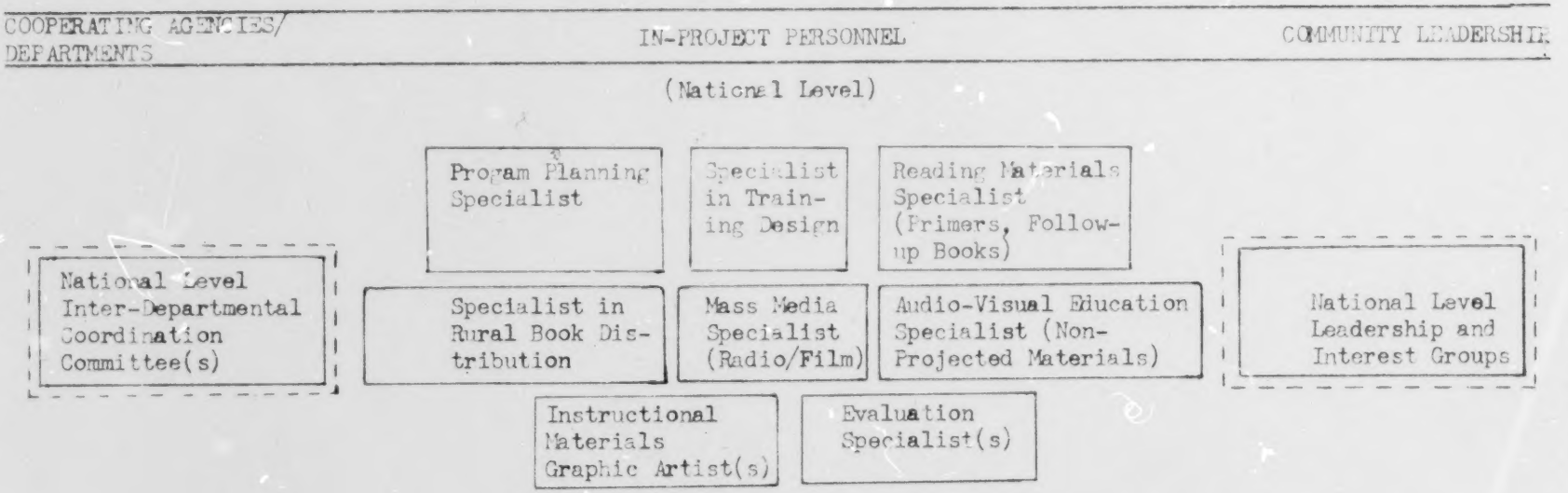
[1]Orientation is being distinguished here from training. Training is seen as formal and structured; covering full-time staff or part-time workers who at least draw some kind of honoraria; and of durations of more than a few hours. Orientation, on the other hand, is seen as being informal and less structured; there are no formal teacher-learner relations, but relationships of mutuality exist that bring each other's work and responsibility into clearly understood relationships. Orientation would be generally of short-term duration and would deal with outsiders as distinguished from own employees.

TRAINING AND ORIENTATION NEEDS OF A FUNCTIONAL LITERACY PROGRAM

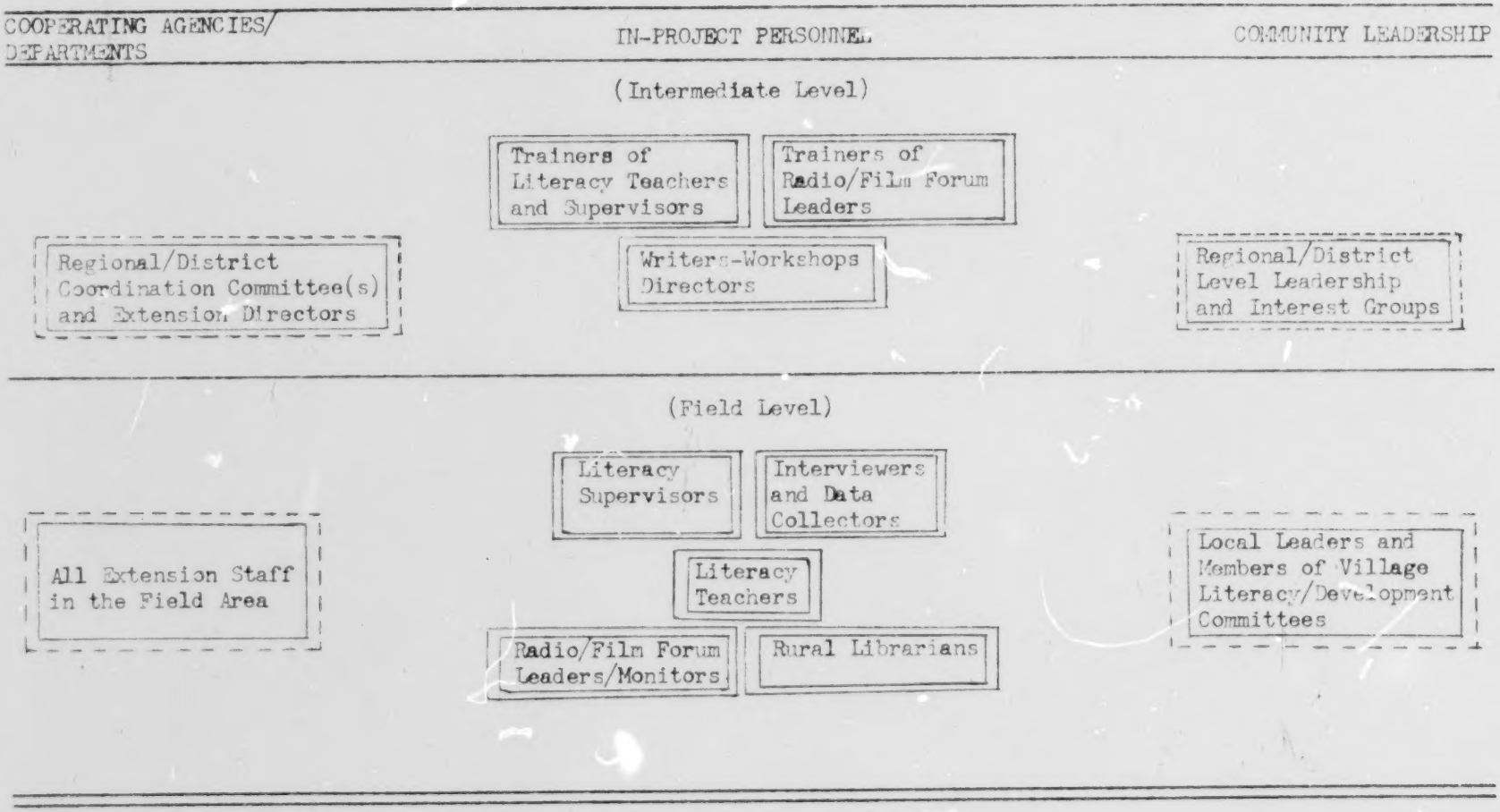
(Example of a Rural Sector Project)

Legend: Informal/Formal Orientation - - - - -
Training as Under-Study ———
Formal Training Courses ═══



TRG/5

It is not always easy to communicate to the non-specialist the differential specializations involved in the roles and designations given above under the column IN-PROJECT PERSONNEL. For example, the difference between a fine artist and one who has been working with instructional graphics is not easily understood. Non-specialists have a hard time understanding differences between the competences of mass media specialists dealing with radio and TV and those of an audio-visual specialist dealing with non-projected aids. While it is possible to have one and the same person being able to handle more than one set of duties implied in the boxes above, the specialist nature of these various roles must, nonetheless, be understood.


COOPERATING AGENCIES/ DEPARTMENTS
IN-PROJECT PERSONNEL
COMMUNITY LEADERSHIP
(Intermediate Level)
Trainers of Literacy Teachers and Supervisors
Trainers of Radio/Film Forum Leaders
Writers-Workshops Directors
Regional/District Coordination Committee(s) and Extension Directors
Regional/District Level Leadership and Interest Groups
(Field Level)
Literacy Supervisors
Interviewers and Data Collectors
Literacy Teachers
All Extension Staff in the Field Area
Radio/Film Forum Leaders/Monitors
Rural Librarians
Local Leaders and Members of Village Literacy/Development Committees

TRG/6

As can be seen from the preceding tables, there are needs for training not only of teachers, supervisors, and forum leaders who will work at the grass root level, but also of the regional and national level staffs. Again, there is need for training of international experts where literacy projects are internationally supported. One does not, of course, become an expert by being employed and designated as one. Quite often there is need for the training and orientation of the international expert himself. An international expert may have competences in his substantive field of curriculum design, or testing and measurement, or preparation of visual materials, but may need long and systematic orientation in the application of those skills to the problems of functional literacy. It can indeed be argued that this is most often the case.

It is said with considerable justification that the most important educational need is the education of the leaders, whatever the field of endeavor. The same holds true in the field of functional literacy: the most important training need in functional literacy is the training of national and regional level leadership. And yet these are the people who are either neglected or who refuse to enter into a trainer-trainee relationship except in seminars and conferences held far away from home in Paris or Rome. How the experience of literacy workers and the professional resources of behavioral and social scientists could be brought to bear on the training of international, national, and regional leadership groups in the literacy field, is an area that deserves urgent attention and honest and rational solutions. We will deal with it briefly in one of the following sections. The point must be made that the training needs in functional literacy span all the different levels of personnel from the field worker in the bush who

works with a group of adult men and women, to the international expert who comes to serve as an advisor on a national project in a different country and a different continent.

The tables preceding should also indicate the variety of training programs that would have to be developed for the effective functioning of a functional literacy program. One would need not only trained literacy teachers and literacy supervisors, but radio/film forum leaders, rural librarians, interviewers, trainers of such personnel, writers of materials--primers, flannelgraphs and demonstration sheets, and writers of follow-up materials that new literates can use after they have graduated from literacy classes into independent readers.

Lastly, one must not forget the needs for the orientation of officials and community leaders at diverse levels--from the various localities to the national capital--who will be working with the program or be watching it work. They must know what the program implementers are doing, why, and with what intended effect. Only then can they help you if you should want their help and resist from being afraid, from spreading rumors.

There are indeed various approaches to preparing personnel for performing the functions that you desire them to perform. While it may be possible to bring together teachers and supervisors into formal groups and classes and train them to provide services that you pay them for, it is not always possible to get officials from other ministries and departments or the community leaders to come for your training courses. Training is not a neutral word in most parts of the world. The trainee often feels that he is being confirmed as naive and ignorant if he accepts the trainee role. If the government has already posted him to do that job, they did make the assump-

tion that he knows his job already. Why confess that you don't really know the job you are supposed to be doing. And if the trainer is a man of your own status from another ministry, you do not want at all to enter into a trainee-trainer relationship with him. However, if a more neutral word like orientation, meeting, conference, or seminar is selected and the participants are thus given the collaborator status, some training may yet take place.

There are sometimes problems of status involved also in the part-counterpart relationship between an international expert and the national counterpart officer. Being an under-study may be seen as low status by the counterpart officer and he may refuse to play the game--may refuse to enter into a learner relationship with the expert even in cases where he could, with profit, do that and learn.

One final point should be made before going on to deal with the questions of training design. Literacy workers sometimes get so excited about training that training comes to be a panacea for all ills. Problems that emanate from bad planning or those which require administration and coordination solutions are dismissed as emerging from lack of training. One needs to be on guard against the "training robberies" that might rob projects of time and resources and do nothing much by way of solving problems.

II

Some Guidelines for Training Design

Training often turns out to be the weakest link in the implementation of functional literacy programs. Programs of training for literacy personnel, as we indicated earlier, are often confined to the training of lit-

eracy teachers. Even here the training is superficial and often lacks quality. Such training courses as are organized for literacy teachers and supervisors may last from a day to three months. At worst, they may merely provide opportunities for distribution of the materials that teachers will use in their classrooms and for signing the cards and forms that teachers may be required to sign. Or they may teach the use of primers, adult psychology, making and working with puppets, and even writing of own material for use with adult groups. Some may have some curriculum developed and some syllabuses written down; some may be totally oral affairs; some may prepare teachers, supervisors, and administrators at the same time; some may train separately for these different roles; many of them may be training teachers with no idea about what the teachers will do, to whom, and where.

The questions[1] a trainer must ask himself while preparing to conduct any training course are:

1. Who Will be Trained?
2. By Whom?
3. For What Work and Where?
4. With What Instructional Resources and Available Training Time? and
5. With What Provisions for Feedback and Follow-up?

Who Will be Trained?

Who will be your trainees? What will they be like? If you do not have a fairly good idea of the competences and potential of your would-be trainees you may plan a program that your trainees may not be able to profit from or one that may not challenge them at all. We cannot make absolutely

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[1]The material comprising the rest of this section is adapted from H.S. Bhola, "Some Guidelines for Planning Training Courses," Indian Journal of Adult Education, Vol. XXX, No. 9 (September, 1969), pages 5-9.

precise predictions about our trainees but some indicators are useful for a trainer designing a training course. These are: (1) educational background, (2) age, (3) rural vs. urban residence, (4) membership of community groups, and (5) previous occupational experience.

We can think of some of the implications of these indicators for designing a training program. For example, while designing a training course for literacy teachers in India, I had in view high school graduates. But while designing a course for literacy teachers for the Unesco Work-Oriented Adult Literacy Pilot Project in the Lake Regions of Tanzania,[1] I knew that I would be mostly dealing with Primary School leavers or less. Obviously, the educational background of my potential trainees had to be taken into account in developing a training course for them. Again, if I know that I will have to draw college graduates from urban areas as field work officers in rural areas, it should suggest to me immediately that some orientation to rural life will have to be part of the training program for those urban graduates. We learned this lesson from our experience of community development work in India. We found that CD workers drawn from urban areas were not always sympathetic to the peoples they were supposed to serve. Age and sex of trainees, again, makes a lot of difference in terms of their potential for performance and thereby also for their training. Again, in Tanzania, to take one more example, an active member of TANU (Tanganyika African National Union) would be a different person from a non-member and may need less of leadership training and more of orientation to the requirements of a specific field work job. Examples can be multiplied.

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[1] A more detailed description of the training program designed for literacy teachers, supervisors, and their trainers of the Tanzanian Project, is included in a later section of this chapter.

It should be very useful to make a test combined with an interview schedule to be given to the trainees as soon as they come to begin a course. This would give us as trainers important information on the entering behavior of trainees. This would help later to find out as to how far the training course helped the trainees in learning new ideas and procedures, in clarification of ideas, and in removing misconceptions.

Who are the Trainers?

The next important question is: who will be the trainers for a particular course of training? In developing countries the resources of both men and money are limited and so are the available choices. In a particular area or region there may be only one officer who may be required to administer a field work program as well as to train his junior officers and village level workers. But whenever choices are available, training duties should be assigned to those officers who are attitudinally inclined toward teaching and training and who have the competence to develop into good trainers. As any trainer may not be an excellent field worker, every field worker cannot necessarily be developed into a good trainer. There may be a field worker who may have an excellent feel for working with individuals and groups in village communities, but who may never have done any self-examination and may never have analyzed his work to be able to communicate his experiences properly and adequately to his trainees.

As trainers, we must remember that training design is not simply a matter of one more file on the table. A training course, however short, cannot be somehow squeezed into the normal day-to-day work of the district and regional officer. It must be given adequate time for planning and it must be given adequate time for conducting. A whole-time course is a whole-time job for the

training officer even when he is not teaching in the classroom the whole time. The trainer must be fully immersed in the training program, working like the conductor of an orchestra keeping each and every different instructional activity tuned toward pre-determined objectives of a particular training course. This means that a trainer himself needs some preparation and self-imposed training.

A district or regional rural development officer turned trainer should not think of himself as being the one and only man who will carry the whole burden of running a Training Course. He must look around for help and think in terms of a <u>teaching team</u> with himself as the team leader. A senior RD assistant with considerable experience may be around and should be one member of the team. There may be officers in Agriculture, and Animal Husbandry who may not only have considerable field work experience, but who may have had formal training in extension methods. Other community resources may be available--a headmaster, a highly educated TANU leader, or a church leader who has been doing literacy work for sometime.

A trainer must, however, remember some very important points while getting help from local officers and instructors and utilizing other local resources:

1. While it is important and desirable to use local resources, the trainer must be very sure that he needs those invited to do <u>specific jobs</u>. The training course should not become an opportunity merely for courtesy invitations for delivering some talks somehow related to the objectives of the training course. General education of the trainees is good, and providing them opportunities for contacts with local officials and party leadership is good, but the training time is always short and the training objectives do have prior importance.

2. A trainer must, without fail, share with those invited to act as trainers the general objectives of the course and also the specific objectives of particular lectures. Suppose we invite the district agricultural officer for a lecture at the "Literacy Training Course". We must write him a letter giving in detail the objectives of the course. We must tell him of the importance of agricultural work in functional literacy and the need, therefore, to orient literacy teachers towards agricultural problems. We must explain to him as specifically as possible what we expect the trainees to learn from him. We might request him for a brief outline of the talk, if possible.

3. Lastly, a trainer must formally recognize the contributions made by all others to the training course and must thank them all, if possible in writing, for what they did to make the training course possible.

Training for What Work--Start with Inventing Roles

One may find it hard to believe, but it is true, nonetheless, that many training directors themselves have a very diffused idea of what the training course is for? Again, even where it is somewhat clear as to what the trainees would be doing after training, no use is made of this information for designing the course. The planners sit down to make a list of some topics which look related to the general concerns of the project. When made ready such lists look like a table of contents of a school or college textbook on the subject of adult education or rural development. Often already available lists or syllabuses used in other projects in other places, even other countries, are changed into new ones with changing some words here and there and dropping this topic or that. Also, topics are sometimes included to be able to accommodate another colleague on the campus, or a professor in a local

college, or a well known and influential leader in the area. Sometimes some tourist interest visits are also thrown into the training course, especially if the training course attracts people from outside and far off places. When such activities are included they should be handled outside the time allotted to the seminar or training course and not packaged along with the training program.

A training syllabus is not just a list of topics. It is a well-organized, well-planned strategy for achieving certain very definite and specific objectives. A training syllabus seeks to prepare some people to play some specific roles, that is, it prepares them for some very specific jobs requiring very specific competences. The syllabus should, therefore, start with what the trainees will do after training. It should then decide upon the kinds of things the trainees should learn to be able to do that job. It should select information and activities which will teach the trainees the needed skills. After the trainees have gone through the designed syllabus, it is hypothesized that something will happen to them which will enable them to perform better the roles for which they are being trained.

A trainer should, therefore, begin with an exact description of the role for which a trainee is being prepared. Designations do not always help because a community development worker or a literacy teacher in various countries and at various times would really be doing very different things. What is needed is a task analysis of the work that the would-be role incumbent would be assigned to do. A detailed list should be prepared of the tasks that the trainee will have to perform as part of his day-to-day work. Once a comprehensive list of such tasks has been made ready, then the first step for designing a training course has been taken.

Learning can be, at least, of three kinds. First, there is learning of information or factual material. Examples of such learning are the geography of Tanzania; the constitutional relationship between political parties and Government; the Governmental Circulars on rural development; the names and types of cotton diseases and suggested measures for fighting them; the days of a week; etc.

The second type of learning is learning of attitudes. Some information may be involved in attitudinal learning as well because we may have to quote statistics and data to convince, but the basic intention is to change the learner's point of view. Examples are: learning to like manual work; learning to think of ourselves as one country and one nation; and learning to discard mini-skirts!

There is a third type of learning--learning to perform. Examples are: driving a car; swimming a lake; making a house; grading cotton; mending a cart; providing first aid; and constructing a latrine.

Very often trainers think that everything can be taught by lecturing. It should be clear, however, that swimming is not learned by listening and attitudes are not necessarily changed by ill-designed and half-hearted classroom lectures. When special objectives like those of task performance and of attitudinal change are intended to be achieved then the syllabus must provide for the time and for the strategy for teaching those kinds of learning. This, then, is the second step for a training designer: to analyze the types of learning expected and to provide adequately for each of those if the objectives of training should so demand.

Related with the types of learning is the idea of the level of learning. The question of the level of performance must also be decided at this stage.

You cannot teach all about everything to the trainees in a short course. A doctor needs a different training from that of a nurse and a nurse different one from that of a hospital orderly even though all of them are engaged in the task of patient care. Similarly, in literacy and community development one must be able to clarify the level of performance being expected from the prospective trainees who must be prepared for that particular level of performance.

Selection should then be made of what content would be taught in the classroom to achieve the information, attitude and performance objectives at the level previously decided upon. This part of curriculum construction is partly intuitive and lots of good guesses are involved. But experience of one course, if studied objectively, can give useful data for improvement of the next.

Where Will the Trainees Work?

Where will the people trained work after the training they receive? First of all different nations have different political systems with individual rights differently defined. In one place the word of the development officer may be final; in another place it may just have the status of a suggestion and no more.

In one place communities may be obliged to form work groups for social work and community development; in others it may be done only through patient persuasion by the worker--extended over many months! This obviously defines the style of group dynamics in the communities and it should be apparent that in the training courses for literacy and rural development we should be talking about the nature and quality of group interaction that will be possible in that particular community and culture.

President Nyerere of Tanzania, talking to a TANU National Executive Committee meeting once, declared against the use of force or coersion in development of communities, but at the same time approved of the use of traditional punishment for the uncooperative and the lazy in local communities. In a very real sense, he defined the quality and style of community development work in Tanzania. Of course, this should be reflected in the preparation of the literacy teachers and rural development workers at all levels. No doubt a field worker in India or USSR or China or Canada would have to be taught a little different rules of interaction within groups and communities just because the communities are different, traditions are different, social expectations are different, and political norms are different.

Within the same country different smaller communities will have different social structures and varied patterns of decision-making. It is important, therefore, to know where your trainees will go to work and to try to prepare them as best as possible for work in those communities. Even such considerations as to whether the area of work for the trainees is thickly populated or sparsely populated, will affect the content of the training program. The methods of work will change, distribution of inputs will be affected, the program strategy may change from extensive to intensive and selective, as also the extent of "coverage" of area by one village level worker. Surely roads, rivers, and postal services affect the nature of duties in the field and, therefore, the preparation for discharging those duties.

What is the Available Training Time?

Training takes time. Sufficient training takes sufficiently long time. There is no such thing as instant training. And yet adult educators and rural development trainers are almost always in a hurry.

In developing countries, as a rule, adult educators and rural development workers have scarce resources for training. While a period of two years may be allocated to the training of primary school teachers, for adult education, rural development and literacy training some weeks or days are considered enough. Trainers should not start with a statement: "Let us have 2-weeks training." They should ask themselves: What minimum time would be required to achieve the instructional objectives designed for trainees for particular work at a specified level of performance? In in-service training courses, it is seliom possible to get all the time you need. But, one must not forget to reconcile training objectives and available time. When time is too short, the objectives should be suitably modified and provision should be made for follow-up training or self-study programs of some kind. We should not spread ourselves too thin.

Trainers should make sure that every minute of the instructional time is well spent. One cannot afford, in short courses, to invest too much time in preparation, filling forms, registration and visiting. Not only do these activities, if not handled expediously, take away from already scarce time resources, but they demoralize the trainees.

Again, training days have to be longer than usual working days. Lots and lots of money will almost always have been spent on salaries, travel, and considerable resources would have been invested in organizing the training. Trainers, therefore, always want to make the most of trainees' progence and one thing they all do is to increase the working hours of the day. But, attempt should be made to make working schedules reasonable. Schedules that are too busy and outstretched simply break down. There are late attendances and there is absenteeism.

What Instructional Resources are Available?

By instructional resources, it is meant here, the new audio-visual aids like educational films, teaching tapes, radio broadcasts, instructional television, charts, posters, pictorial books, flash cards, and flannelgraph stories. These are the fruits of modern technology of teaching, training, and propaganda.

Modern instructional technology essentially does three things: it can store knowledge, it can duplicate it, and it can broadcast it. We can store our ideas now on paper, in books and pamphlets and folders. We can store scenes and events on photographs and films and videotapes. We can also store voices on tapes and discs.

We don't only store, we can duplicate information. Books may be printed into editions of millions as some paperbacks are. From one master tape or disc we can make thousands. And from one negative print we may make many copies of an educational film. Again, information can be distributed instantaneously over hundreds of miles in thousands of classrooms in lakhs of homes over the radio and instructional television.

From the point of view of educators and trainers it means that they can bring the excellent teacher or a well-trained trainer into the classroom. We can bring into the classroom the voices of excellence of people who have studied their subjects and problems for years, have thought of proper solutions and can speak with authority. Training programs can thus be enriched by using appropriate films, filmstrips, and tapes. If the trainer has none of these available, obviously he would be restricted in many ways with regard to how much he can do and how well he can do it.

Reading materials are another rich instructional resource and a trainer should make good use of this resource. When no textbooks or manuals are available, some reading material can be developed by the trainers by collecting extracts from different books which by themselves and in their totality may not be useful. Excerpts can be taken from newspapers, periodicals and other published materials, cyclostyled and given to trainees for reading and later use. In rural development and literacy we have very little materials yet available and the trainers will have to produce and duplicate some of their own materials. These they should share with other trainers in other district training centers to contribute to and learn from each other.

What are the Provisions for Feedback and Follow-up?

A trainer must always evaluate the course offered by him. He must, that is, get some feedback from the learners and trainees about the content of the course and about the methods of teaching and training used by him. This cannot be left to one's own impressions which can be tricky and misleading. Trainers must establish some objective procedures to find out the amount of learning by trainees and also of their general attitudes towards the training experience. Only with this feedback made available can one revise the course so that it is more effective the next time around.

Generally, it happens that trainers give to the trainees a questionnaire at the end of the course to find their views about the course and to point out the deficiencies of the training. Such questionnaires only have limited utility. In the first place trainees may like to be diplomatic and not really say what they should have said. Also, such material tends to be attitudinal telling us how the trainees felt rather than what they learned. Also, this questionnaire, since it comes at the end of the course, does not provide any benefit

to the current course. Two things, therefore, must be kept in mind about feedback:

1. Not merely attitudes, but also the amount of learning should be tested.

2. Evaluation should be continuous throughout the course so that the current course itself can benefit from the feedback.

The first suggestion is really linked with the ideas discussed under an earlier section entitled, "Training for What Work?--Start with Inventing Roles." Without a detailed description of objectives we cannot really receive any feedback. Unless we know what we are wanting to teach, we cannot test whether we taught what was intended to be taught. Separate tests then can be devised for testing information and knowledge acquired; for attitudes learned; and for checking on performance of what they were supposed to be actually able to do with their own hands in the fields or around homes.

Trainers can learn to make good enough objective tests to check learning of information. Making attitude tests is more difficult, but for these help can be obtained from a Training Center or the Department of Psychology of the University.

How often during the training course should we organize tests and evaluations? This is an important question. There are some who would suggest that every instructional activity (lecture/demonstration/field visit) should be briefly evaluated. Some would suggest evaluations at the end of each teaching unit--a group of instructional activities organized around the same theme. It should be realized that if examinations, tests, and evaluations are used as diagnostic tools, they are not a waste of time. In fact, the learning potential in testing is tremendous. Not only do they tell the trainer how well he is do-

ing, but by keeping the trainees alert and by requiring them to respond to questions and problems it helps them organize, apply, and assimilate their learning.

Short trainings are inadequate as a rule. They are often by way of inductions to the work, trainees will be doing in their working life. They only initiate: they do not make a full-fledged worker prepared for a lifetime of work. Trainers must, therefore, plan, as part of the short training course itself, the follow-up help that will be offered to their trainees. This may be another course some months later. It may take the form of on-the-job training under supervision. It may take the form of a monthly newsletter discussing an actual field problem or forwarding a useful excerpt from a book or periodical or newspaper for study. Sometimes it could even be a correspondence course.

Training design is thus a dynamic process continuously coping with problems of the workers and needs of social change and development. In the process of training design, the trainer himself has his rewards: he himself learns and grows as a professional worker!

By way of summarizing the preceding discussion, we include the following chart: Steps in Training Design. We would later present some illustrations of actual training designs developed as part of two literacy projects, one in Tanzania, another in India.

STEPS IN TRAINING DESIGN

Step	I.	Program Analysis for Definition of both General and Specific Objectives.
Step	II.	Listing Activities to be conducted for Achievement of Defined Objectives.
Step	III.	Defining and Designating Roles and Allocating Role Responsibilities for Conduct of Listed Activities.
Step	IV.	Statement in Behavioral Terms of Competences Required in Various Role Incumbents.
Step	V.	Developing a Training Design to Build Required Competences and Conduct of such Training Courses/Workshops.
Step	VI.	Evaluation of Training and Review of Steps I-V.

The tabulation is reproduced from H.S. Bhola's, "Description and Evaluation of a Training Program for Literacy Teachers and Their Trainers," Indian Journal of Adult Education, Vol. XXXI, No. 5, (May, 1970) pages 3-6, 14-16.